



NIGERIAN Journal of Educational Foundations

Volume 2, No.2 ISSN 1116 - 0381 September, 1991

CONTENTS

	Pages
Editorial Board and Subscription Rate.....	iv
Notes on Contributors.....	v
General Information and Notes to Contributors	vii
Syllabus Development for Introductory Thermal Physics in Nigerian Universities — B.Chike-Obi	1
The Impact of Foreign Culture on African education — A.A.Adeyinka	7
Cultural Values in Secondary School Literature Texts — (Mrs) E.O. Lambo.....	19
Reflections on the Rights of Students— A. Aboluwodi..	30
Strategies Adopted by Female Students Against Sexual Harassment in a University Campus — Donatus O. Owuamanam.....	40
Effect of ELT Songs on the Attitude to and Achievement in English of Some Primary School Underachievers B. Lawal	50
Classroom climate, pupils' aspiration and academic Performance — M.O. Akande	59
The Attitudes of Student-Teachers to the Teaching Profession— T.A. Popoola	66
Application of Path-goal Theory to the Management of productivity in Secondary Education—Afolabi Popoola.....	76
Educational Supervision in Nigeria: An historical Perspective— Segun Ogunsaju.....	85
The Relationship Between Entry Requirements and Post- Admission Performance of Geography Students: the case of Advanced Teachers' College, Zaria— G. O. Oyesola	92
Educational Training of Farm and Extension Managers in Nigeria— Adebola Adekoya.....	104
Teaching-Learning Situations: Strategies for Effective Supervision in Schools — Emiola Ajibade.....	113
Teaching Social Studies through Inquiry: A Theoretical Exploration with Practical Implications — A Mansaray and J.O. Ajiboye.....	123
Emotional Responsiveness, Stability and Maternal Acceptance: A Study of the Perceptions of Nigerian Children — Aize O. Imoukhome Obayan	132
Education and Social Stratification in Nigeria — C.O. Daramola.....	143
Drug Abuse in Nigeria- An Overview —M.L. Adelekan.....	149

NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

ISSN 1116-0381

VOLUME 2 NUMBER 2

SEPTEMBER 1991

**Editor-in-Chief,
Professor Augustus Adeleke Adeyinka ,
Department of Educational Foundations,
Faculty of Education,
University of Ilorin,
Ilorin, Kwara State, Nigeria.**

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF ILORIN

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the copyright owner.

C NIJEF 1991

ISSN 1116-0381

*Printed by:-
Oyetosho Modern Printers,
No. 63, Emir Road, Ilorin,
Kwara State,
Nigeria.*

NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

Volume 2, No.2

September, 1991

CONTENTS

	<i>Pages</i>
Editorial Board and Subscription Rate.....	iv
Notes on Contributors.....	v
General Information and Notes to Contributors	vii
Syllabus Development for Introductory Thermal	
Physics in Nigerian Universities — B.Chike-Obi	1
The Impact of Foreign Culture on African	
education — A.A.Adeyinka	7
Cultural Values in Secondary School Literature	
Texts — (Mrs) E.O. Lambo.....	19
Reflections on the Rights of Students— A. Aboluwodi..	30
Strategies Adopted by Female Students Against Sexual	
Harassment in a University Campus —	
Donatus O. Owuamanam.....	40
Effect of ELT Songs on the Attitude to and Achievement	
in English of Some Primary School Underachievers	
B. Lawal	50
Classroom climate, pupils' aspiration and academic	
Performance — M.O. Akande	59
The Attitudes of Student-Teachers to the Teaching	
Profession— T.A. Popoola	66
Application of Path-goal Theory to the Management of	
productivity in Secondary Education—Afolabi	
Popoola.....	76
Educational Supervision in Nigeria: An historical	
Perspective— Segun Ogunsaju.....	85
The Relationship Between Entry Requirements and Post-	
Admission Performance of Geography Students:	
the case of Advanced Teachers' College, Zaria—	
G. O. Oyesola	92
Educational Training of Farm and Extension Managers	
in Nigeria— Adebola Adekoya.....	104
Teaching-Learning Situations: Strategies for Effective	
Supervision in Schools — Emiola Ajibade.....	113
Teaching Social Studies through Inquiry: A Theoretical	
Exploration with Practical Implications —	
A Mansaray and J.O. Ajiboye.....	123
Emotional Responsiveness, Stability and Maternal	
Acceptance: A Study of the Perceptions of	
Nigerian Children — Aize O. Imouokhome Obayan	132
Education and Social Stratification in Nigeria —	
C.O. Daramola.....	143
Drug Abuse in Nigeria- An Overview —M.L. Adelekan.....	149

EMOTIONAL RESPONSIVENESS, STABILITY AND MATERNAL ACCEPTANCE: A STUDY OF THE PERCEPTIONS OF NIGERIAN CHILDREN.

By

Dr. Aize O.Imouokhome Obayan

Abstract

Self-report questionnaires were used here to measure children's perceptions of their mothers' acceptance/ rejection and their own emotional stability and responsiveness. The sample consisted of 900 Nigerian children from the Hausa, Igbo and Yoruba ethnic groups, using multiple regression analysis, results show that emotional stability was significantly related to perceived maternal warmth which is in line with the parental acceptance and rejection theory. Contrary to expectations however, the data did not support the hypothesis predicting a significant relationship between perceived maternal rejection and negative emotional stability, emotional responsiveness (positive and negative). Implications of this finding are discussed and modalities for improving emotional responsiveness discussed.

Introduction and Background to the study

Conceptually, maternal acceptance/rejection together form the warmth dimension of parenting (Rohner, 1986). Parental warmth is construed as a bipolar dimension where rejection, or the absence of maternal warmth and affection stands at one pole of the scale in opposition to acceptance at the other pole (Rohner, 1980). The present study is concerned with determining the relationship between perceived maternal acceptance/rejection and emotional responsiveness and emotional stability dispositions of Nigerian children. The study is derived directly from Rohner's (1986) parental Acceptance - Rejection Theory, or PART. This socialization theory attempts to explain and predict major consequence of parental acceptance and rejection for behavioural cognitive and emotional functioning of children and adults everywhere. The theory is also concerned with the relationship between parental acceptance/rejection and expressive behaviours in society.

Accepting mothers have been defined in PART as those who show their love physically or verbally. Physical affection, for example, may be shown by fondling, hugging, kissing or caressing a child. Verbal affection may be shown in

such ways as saying nice things to or about the child, complementing him/her or praising him/her. All these are forms of behaviour which jointly and individually are likely to induce a child to feel loved or accepted (Rohner, 1986). Rejecting mothers are defined in part PART as those who dislike, disapprove of or resent their children. In many cases, they view their children as a burden and sometimes compare them unfavourably with other children. Rejection is manifested behaviourally around the world in two principal ways, namely, in the form of parental (in this case, maternal) hostility and aggression on the one hand, and in the form of parental (maternal) indifference or neglect on the other hand (Rohner, 1986). Both forms of maternal rejection - that is, rejection revealed as hostility/aggression and rejection revealed as indifference/neglect, express an impaired (or even the absence of a) bond of maternal attachment, and both forms of rejection in their concrete manifestations are likely to induce children to feel unloved or rejected. It is taken as axiomatic in PART that maternal acceptance/rejection has its most consistent and predictable effects on children primarily in so far as they perceive their mother's behaviour as being accepting or rejecting. This is a view shared by others, for example Kagan, (1978) has it that parental rejection is not a specific set of actions by parents but a belief held by the child.

Parental Acceptance - Rejection Theory predicts that acceptance/rejection - especially, when they are perceived by the individuals as such have consistent effects on the behavioural and personality dispositions of children everywhere, as well as on the personality functioning of adults who recall being rejected as children (Rohner, 1986), Rohner and Nielson, (1978). To be more specific PART predicts that rejected or emotionally abused children everywhere are emotionally unstable and emotionally unresponsive. The first major integrative summary of the world-wide antecedents and effects of acceptance/rejection by Rohner (1975) drew heavily from socio-cultural research using a pancultural sample of 101 societies. Results from this research showed that rejected children throughout the selected countries, used in Rohner's survey are significantly more hostile and aggressive than are accepted children. In addition, results from this research showed that rejected children tend to evaluate themselves more negatively, were emotionally unstable, emotionally unresponsive and more dependent than accepted children. If PART is a robust theory, then the same conclusions should emerge from intra-cultural research, which measures inter-individual variations in behaviour perceived by the child (Rohner, 1986).

Drawing stimulus from the foregoing, this study investigates the relationship between maternal acceptance/ rejection and emotional stability; emotional responsiveness of Nigerian children. Four null hypotheses were tested for this study. They are:-

- (1) Children's perception of maternal acceptance rejection does not significantly predict their positive emotional stability.
- (2) children's perception of maternal acceptance rejection does not significantly predict their negative emotional stability.
- (3) Children's perception of maternal acceptance - rejection does not significantly predict their positive emotional responsiveness.
- (4) Children's perception of maternal acceptance rejection does not significantly predict their negative emotional responsiveness.

The four hypothesis derived directly from PART which postulates that the warmth dimension of parenting is related to these behavioural dispositions of children.

Methodology

Junior Secondary School (J.S.S.) students in their second form were randomly selected from six secondary schools in the Nigerian cities of Ilorin, Kaduna and Enugu. Students ranged from 12 through 14 years of age, as detailed fully below, and were approximately evenly divided by gender. The mean age of the sampled youths was 13 years ($SD = 0.95$). From each school, two arms of J.S.S. 2 were selected using random sampling procedure. One thousand and twenty children were randomly selected from these schools. Only 900 of them correctly filled the research questionnaires, however, this accounted for an 88.24% return rate. Of the 900 students, 452 (50.2% were males and 448 (59.8%) were females. There were 295 (32.8%) Hausa respondents, 294 (32.7%) Igbo, and 311 (34.6%) Yoruba.

Instrumentation

Children's version of the parental Acceptance/Rejection Questionnaire (PARQ) and the Personality Assessment Questionnaire (PAQ) developed by Rohner and validated by Rohner, Saavedra and Granum (1979 a & b) was adapted for the purpose of this research. The PARQ was designed to measure the incidence of perceived parental acceptance/rejection. The PAQ, complements the PARQ in determining reported behaviour dispositions associated with perceived parental acceptance and rejection.

Emotional Responsiveness... A.O. Imouokhome Obayan

Both the PARQ and PAQ were constructed on a rational theoretical basis (see Rohner 1980). Furthermore, in order to facilitate their cross-cultural use, several additional considerations guided their development; (1) scales were to have a world-wide applicability; (2) Terms within each scale were to have common international references; and (3) Phraseology of the items were to be decentered from standard idiomatic American English.

The PARQ is a 60 item self-report questionnaire designed to measure the way children 6 - through 15 years of age or for as long as they live with their parents) perceived their parents' behaviours (Rohner, 1980). It consists of four scales:

- (1) Parental Warmth Scale (20 items)
- (2) Parental Hostility and Aggression Scale (15 items)
- (3) Parental Indifference and Neglect Scale (15 items)
- (4) Parental Undifferentiation Rejection Scale (10 items)

The child version of the PARQ instructs respondents to ask themselves if an item is basically true or untrue about the way their mothers treat them. If the statement is basically true, they are instructed to respond: "Is it almost always true?" "Is it only sometimes true?", If they feel the statement is basically untrue, they are instructed to respond: "Is it rarely true?" or "Is it almost never true?".

Personality Assessment Questionnaire (PAQ) has seven scales which are designed to measure children's perception of seven personality and behavioural dispositions which have been associated with parental acceptance and rejection (Rohner, 1975, 1986). There are a total of 42 items on the child PAQ. For the purpose of this study, the emotional stability and emotional responsiveness scale were used. Emotional stability is defined by Rohner (1980) as follows:

the consistency or steadiness of mood and ability to withstand minor setbacks, failure, difficulties or other stresses without becoming emotionally upset. Emotionally stable persons are able to maintain composure under minor emotional stress. They are not quickly excited or angered.

Emotional Responsiveness as defined also by Rohner (1980), refers to an ability to express emotion - for example, feelings of warmth, affection and other positive emotions - freely and openly. Emotional responsiveness is revealed by spontaneity and ease with which individuals are able to respond emotionally to other persons. Emotionally responsive people have very

little difficulty forming warm and lasting attachments. Interpersonal relations of emotionally responsive people tend to be close and personal.

Respondents on the PAQ were instructed the same manner as noted previously for the PARQ. The PARQ and PAQ were validated for use in this cultural context using face validity which was determined to be adequate and appropriate by a panel of ten judges in the area of psychology, sociology, test and measurement and linguistics. A test-retest reliability was established for the two questionnaires with an internal period of four weeks. The reliability coefficient of the PARQ scales ranged from .65 - .78, while that of the PAQ scales ranged from .64 - .96.

Results

The four hypotheses were tested using Multiple Regression Coefficient (Straight - jacket type) was calculated using the 0.05 level of significance. For the purpose of this study, it is important to determine self-esteem and self-adequacy on a positive and negative basis. In Nigeria, the issue of parental acceptance/rejection is a new research topic. As a result, it does become pertinent to have actual numerical categorizations, at this state. Positive/Negative emotional stability and emotional responsiveness were determined using possible extremes of scale scores reported in Rohner (1980 pp. 29 & 85).

Results in Table 1 shows that perceived warmth/affection scale has the most predictive power on reported positively inclined emotional stability. This is followed by composite acceptance/rejection, rejection (undifferentiated), aggression/hostility and neglect/indifference in that order. The predictive power of the maternal acceptance/rejection score (which is a combination of all the various scales of the PARQ for the emotional stability score is 8.04%. The first hypothesis is therefore rejected on the basis of incidence of the significant predictive powers of the identified independent variables on the dependent variable. This indicates that children who perceive maternal behaviour as warm and affectionate that is as giving their moods are concerned.

little difficulty forming warm and lasting attachments. Interpersonal relations of emotionally responsive people tend to be close and personal.

Respondents on the PAQ were instructed the same manner as noted previously for the PARQ. The PARQ and PAQ were validated for use in this cultural context using face validity which was determined to be adequate and appropriate by a panel of ten judges in the area of psychology, sociology, test and measurement and linguistics. A test-retest reliability was established for the two questionnaires with an internal period of four weeks. The reliability coefficient of the PARQ scales ranged from .65 - .78, while that of the PAQ scales ranged from .64 - .96.

Results

The four hypotheses were tested using Multiple Regression Coefficient (Straight - jacket type) was calculated using the 0.05 level of significance. For the purpose of this study, it is important to determine self-esteem and self-adequacy on a positive and negative basis. In Nigeria, the issue of parental acceptance/rejection is a new research topic. As a result, it does become pertinent to have actual numerical categorizations, at this state. Positive/Negative emotional stability and emotional responsiveness were determined using possible extremes of scale scores reported in Rohner (1980 pp. 29 & 85).

Results in Table 1 shows that perceived warmth/affection scale has the most predictive power on reported positively inclined emotional stability. This is followed by compositive acceptance/rejection, rejection (undifferentiated), aggression/hostility and neglect/indifference in that order. The predictive power of the maternal acceptance/rejection score (which is a combination of all the various scales of the PARQ for the emotional stability score is 8.04%. The first hypothesis is therefore rejected on the basis of incidence of the significant predictive powers of the identified independent variables on the dependent variable. This indicates that children who perceive maternal behaviour as warm and affectionate that is as giving their moods are concerned.

Table 1

Results of the Multiple Regression Analysis of those PAQ scores indicating Positive Behavioural Disposition (Emotional Stability) on the PARQ scores

Maternal Acceptance/ rejection variables	Constant	B	F	R ²	Multiple F
	12.7996			0.0844	0.2835
Warmth Affection (W/A)		-0.1279	20.6538*		
Aggression/ Hostility (A/H)		-0.0299	0.0879		
Neglect/ Indifference (N/I)		-6.0365E- 03	0.0305		
Rejection Undifferen- tiated) (R (U)		0.-169	0.2701		
Composite Acceptance/ Rejection (CA)		0.0697	7.8824*		

p 0.05 \bar{x} Response 14.964, SD 3.1191 F-Value for combined effects of all independent variables = 14.874 df = (5,851), for individual effects signified by the P-value = (1.5).

Note that the Behaviour Disposition Component is an addition of the constant and the B factors.

Results in Table 2 shows that perceived maternal aggression/hostility has the most predictive power though not statistically significant in this sample on respondents' negative emotional stability. The primitive power of the power of the maternal acceptance/rejection score for the negative emotional stability trait is 26.94%. The second hypothesis is therefore accepted on the basis of the non-significant independent variables on the dependent variable. In essence, this means that negative emotional stability trait in Nigeria, subject to the level of generalizability of the study is not predictable by any of the PARQ scales.

Table 2

Results of the Multiple Regression Analysis of those PAQ scores indicating Negative Behavioural Disposition (Emotional Stability) on the PARQ scores.

Maternal Acceptance/ Rejection Variables	Constant	B	F	R ²	Multiple R
	20.9317			0.2694	0.5190
Warmth/ Affection		-0.0853	1.4489		
Agression/ Hostility		0.1514	2.5004		
Neglect/ Indifference		0.1058	0.4306		
Rejection Undifferen- tiated		-0.0622	0.2664		
Composite Acceptance		-0.0656	0.2405		

\bar{x} Response 15.837, Sd 4.1169; F-value for combined effects of all independent variables = 2.729* df = (5.37), df for individual effects signified by the F-value = (1.5).

Note that the Behaviour disposition components is the addition of the constant and the B factors.

Emotional Responsiveness...A.O. Imoukhome Obayan

Results in Table 3 shows that none of the PARQ scales has significant predictive effect on the reported positively inclined emotional responsiveness trait. The predictive power of the maternal acceptance/rejection score for emotional responsiveness is 7.3%. The third hypothesis is therefore accepted on the basis of the incidence of non-significant predictive power of the independent variables on the dependent variable. This suggests that in Nigeria, based on the level of generalizability of the study, the PARQ scales are not significant indicators of the positively inclined emotional responsiveness.

Table 3
Results of the Multiple Regression Analysis of those PAQ Scores indicating Positive Behaviour D Disposition (Emotional Responsiveness) on the PARQ scores.

Maternal Acceptance/ Rejection Variables	Constant	B	F	R ²	Multiple R
	8.02875			0.0732	0.2706
Warmth/ Affection		-0.0257	0.9063		
		-0.0271	0.7179		
Neglect/ Indifference		-0.0433	1.6981		
Rejection (Undifferen- tiated)	2.9654E-04		8.9565E-05		
Composite Acceptance/ Rejection (CA/R)		0.424	3.1855		

\bar{x} response 12.424, SD 2.9850. F-value for combined effect of all independent variables = 13.444*, df = (5,851), df, for individual effects signified by the F-value = (1,5)..

Note that the Behaviour Disposition Component is an addition of the constant and the B factors.

Results in Table 4 shows that just as in Table 3, none of the PARQ scales has any significant predictive power on the reported negatively inclined emotional responsiveness trait. The predictive power of the maternal acceptance/rejection trait is 17.43%. The fourth hypothesis is therefore accepted on this basis which is indicative of the fact that as far as the generalizability of the study is concerned, negative emotional responsiveness is not significantly predictable by any of the PARQ scales.

Table 4

Results of the Multiple Regression Analysis of those PAQ scores indicating Negative Behavioural Disposition (Emotional Responsiveness) on the PARQ scores.

Maternal Acceptance/ Rejection Variables	Constant	B	F	R ²	Multiple R
	-11.1578			0.1743	0.4175
Warmth/ Affection		0.0258	0.2304		
Aggression/ Hostility		0.1154	2.5230		
Neglect Indifference		-0.1137	0.8644		
Rejection (Undifferentiated)		0.0837	0.8359		
Composite Acceptance/ Rejection		0.1375	1.8369		

\bar{X} Response 15.977 SD 2.9398

F - Value for combined effects of all independent variables = 1.562, df = (5,37), df for individual signified by the F-value = (1,5).

Note that the Behavioural Disposition Component is an addition of the constant and the B. factor.

Discussion

The results obtained from this study indicate, to a very large extent that perceived maternal acceptance is significantly related to positive emotional stability. This to a large extent is in agreement with the general postulations of PART which states that perceived maternal acceptance/rejection is associated with a specific set of behavioural dispositions of children. The finding seems to suggest that affection, love and support as demonstrated by Nigerian mothers provide what Ipaye, (In press) called "Behavioural Shock Absorber" function in helping children deal with what ever problems they encounter and experience. On the negative dimension. The finding of this study is at variance with the general postulations of PART as earlier stated. A possible explanation for this variance or contradiction lie within differences in the culture in which Rohner carried out his study and that within which children for this study grew up. Nigerian children receive the constant attention of their mothers, grandmothers and other members of the extended family. It is also culturally normative for every member of the extended family to show love and affection to the child and not just only assume, but effect a caring disposition to the child (Durojaiye, 1976), Ipaye, (In press).

On emotional responsiveness, (positive and negative dimensions), the absence of significant relationship between maternal acceptance/rejection and emotional responsiveness might not be unrelated to the undisclosed habits of Nigerians, when it comes to disclosing personal information to strangers. As a results, the lack of emotional responsiveness is not an indication of a cold unfeeling people but people who hold their emotions in check until sufficient trust can be established - especially it concerns personal deep feelings.

Conclusion

These findings have serious implications for the fostering of a warm, loving and caring relationship between mothers and their children as this is implicated in emotional stability. On the long run, the type of citizens a nation has is largely dependent on this. Training for emotional responsiveness is another very crucial implication of the finding of this study. It is essential that people are encouraged to be more emotionally responsive in the spontaniety of revealing emotions as this is closely related to stress levels and mental health status. This leaves an arduous task in the hands of counsellors, teachers, parents and significant others to make these recommendations a reality among Nigerian children.

References

- Durojaiye, M.O.A. (1976). *A New Introduction to Educational Psychology*. London: Evans Brothers Limited.
- Ipaye, J.B. (In Press). *Guidance and Counselling in Nigerian Schools: A Beginning*.
- Kegan, J. (1978). *The growth of the Child: Reflections on Human Development*. N.Y., W.W. Norton and Co.
- Mead, G.H. (1934). *Mind, Self and Society*. Chicago, University of Chicago Press.
- Rohner, R.P. (1975a). Parental acceptance/rejection and personality development: A Universalist approach to behavioural Science. R.W. Brislin, S. Bochner, and W.J. Lonner, eds., *Cross-cultural Perspective on Learning*. Beverly Hills, Sage Publications.
- Rohner, R.P. (1975b). They love me, they love me not: A World-wide study of the effects of parental acceptance and rejection. New Haven, HRAF Press.
- Rohner, R.P. (1980). *Handbook for the study of Parental Acceptance and Rejection*. University of Connecticut: Centre for the study of Parental Acceptance and Rejection.
- Rohner, R.P. (1986). *The Warmth Dimension*. Newbury Park, California, Sage Publications.
- Rohner, R.P. and Nielson, C.C. (1978). *Parental Acceptance Rejection: A Review and Annotated Bibliography of Research and Theory*. 2 Vols. New Haven HRAF Press.
- Rohner, R.P.; and Hahn, B.C. and Rohner, E.C. (1980). Social-class differences in perceived parental acceptance-rejection and self-evaluation among Korean-American Children. *Behavioural Science Research*.
- Rohner, R.P., Saavedra, J.M. and Granum, E.O. (1979a). Development and validation fo the parental acceptance/rejection questionnaire. *Test Manual, JSAS Catalogue of Selected Documents in Psychology*. University of Michigan.
- Rohner, R.F., Saavedra, J.M. and Granum, E.O. (1979b). Development and validation of the personality assessment questionnaire. *Test Manual, JSAS Catalogue of Selected Documents in Psychology*. University of Michigan.